

# **Program Evaluation Survey**

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## **CONTACT INFORMATION FOR THIS PROGRAM**

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| <b>1. County</b>                               | San Francisco  |
| <b>2. Program Name</b>                         | Community Assessment & Referral Center (CARC)  |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107                   |
| <b>4. Research Manager</b>                     | Isami Arifuku  |
| <b>5. Research Manager's Phone</b>             | (510) 208-0500   |
| <b>6. Person responsible for Data Tracking</b> | Isami Arifuku  |
| <b>7. Phone/Fax of Data Tracker</b>            | (510) 208-0500 <b>FAX</b> (510) 208-0511   |
| <b>8. Contract Researcher(s)</b>               | Barry Krisberg, President, National Council on Crime and Delinquency<br>(510) 208-0500 |

## **THE PROGRAM**

### **9. Briefly describe interventions that will be used in this program.**

The Community Assessment and Referral Center (CARC) will provide a single point of entry for assessment, service integration, referral, booking, crisis intervention and monitoring for youths taken into custody by the police.

### **10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

CARC will improve case management and treatment, make efficient use of law enforcement, juvenile justice and treatment resources, avoid unnecessary detention, enhance information sharing across agencies and better monitor system performance. Specific objectives are to: reduce subsequent recidivism (e.g., rearrest, reconviction, etc.), reduce subsequent out-of-home placements, increase rates of successful completion of community service, restitution and other terms of probation, and change risk factors as indicated by school adjustment (attendance, grades, behavior), rates of employment, family functioning and substance abuse (measured by standardized instruments).

### **11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

Experimental design with assignment to treatment and control groups.

### **12. Briefly describe the process evaluation research that you intend to conduct.**

The process evaluation will examine program elements that are key to the successful implementation of the CARC program, including the context of the program, the method for identifying eligible participants, the specific interventions, the relevant interorganizational linkages, & the goals of the program and criteria for determining success.

## **COMPARISON GROUP**

**13. Will there be a comparison group?**

Yes

**14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

N/A

**15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

Yes

**16. If you answered 'no' to #15, what kind of comparison group will you use?**

N/A

**17. Briefly describe the process for identifying and assigning the comparison group subjects.**

The specific method for random assignment has yet to be determined.

**18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: 12 to 17 years of age. Custody Status: taken into custody (i.e., cited or booked) by the police in the Tenderloin, Chinatown, Mission or Bayview Hunters Point Neighborhoods. Excluded: youth taken into custody for certain crimes (exact crimes have yet to be determined). Other eligibility criteria have yet to be determined.

**19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

A standardized and validated instrument that addresses specific risk factors (to be selected), and a strength assessment instrument currently in development will be used.

**20. Will the comparison group be matched to the treatment group in terms of any variables?**

No

**21. If you answered 'yes' to #20, list the matching variables that will be used.**

N/A

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

N/A

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

Due to random assignment to treatment and control groups.

**24. How many subjects will participate in the comparison group during the entire course of the program?**

400

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

The specific method for random assignment has yet to be determined.

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: 12 to 17 years of age. Custody Status: taken into custody (i.e., cited or booked) by the police in the Tenderloin, Chinatown, Mission or Bayview Hunters Point Neighborhoods. Excluded: youth taken into custody for certain crimes (exact crimes have yet to be determined). Other eligibility criteria have yet to be determined.

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

A standardized and validated instrument that addresses specific risk factors (to be selected), and a strength assessment instrument currently in development will be used.

**28. How many subjects will participate in the treatment evaluation research samples?**

400

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

The treatment group will receive comprehensive assessment, service integration, referral, booking, crisis intervention and monitoring so that youth are referred to the appropriate services. System outcomes of the CARC will include: Increased information sharing, coordination, & mutual support among agencies to facilitate further program development; earlier processing of diverted youths; Increased ability to monitor & track outcomes; Increased ability to document problems in the juvenile justice & youth service system; Reduced disproportionate minority confinement; Increased appropriate treatment placements which should ultimately reduce delinquent behavior. Individual outcomes will include: Decreased recidivism rates (e.g., rearrest, reconviction, etc.); Decreased rates of subsequent out of home placement; Increased rates of successful completion of community service restitution, & other terms of probation; Changes in risk factors as indicated by school adjustment (attendance, grades, behavior), substance abuse, family functioning etc. as measured by standardized instruments.

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

The comparison group will receive traditional justice system processing. This includes intake (i.e., counsel & dismiss, divert to community-based organization, assignment of a community service), booking & medical & mental health services.

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

Both groups will be taken into custody by the police & supervised by the Probation Department when appropriate.

## **CONTACT INFORMATION FOR THIS PROGRAM**

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| <b>1. County</b>                               | San Francisco  |
| <b>2. Program Name</b>                         | Early Risk Resilience, Needs and Strengths Determination             |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107 |
| <b>4. Research Manager</b>                     | Troy Duster  |
| <b>5. Research Manager's Phone</b>             | (510) 642-0813   |
| <b>6. Person responsible for Data Tracking</b> | David Minkus   |
| <b>7. Phone/Fax of Data Tracker</b>            | 510-643-7237 <b>FAX</b> 510-642-8674                                 |
| <b>8. Contract Researcher(s)</b>               | UC Berkeley Institute for Study of Social Change                     |

## **THE PROGRAM**

### **9. Briefly describe interventions that will be used in this program.**

This program will enhance community capacity, strengths, and positive attitudes in the Mission/Excelsior District, and develop and utilize the strengths of youth identified as being at high risk of delinquency. To accomplish this, information sharing among agencies will provide early warning of factors putting youth at risk. (Each agency has access to information about specific risk domains. Each risk domain will include "triggers such as school failure or incarcerated parents which will precipitate a full risk assessment for individual youths.) A new youth strengths assessment instrument will also be developed. The results of risk and strength assessments will be used to design positive opportunities as interventions with high risk youth and families.

### **10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

By strengthening the community's capacity and willingness to address risk factors, and by providing positive opportunities building in individual youths' strengths, this program will provide early and non-punitive interventions with youth and families at risk. If successful, the program will reduce subsequent delinquency among at risk youth while improving their school, family and social functioning.

### **11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

The evaluation will include the following: an experimental design with a treatment group and a matched comparison group, with pre and post measures of recidivism, school performance, and personal/family/social functioning; comparison of the school performance (attendance, grades, test scores) of the treatment group with school-level comparison groups by using historical data for the Mission and other SFUSD schools with similar demographic and academic profiles; comparison of crime rates among youth in the target area with pre-intervention baseline rates in the area, and with rates of offenses/recidivism in a similar San Francisco neighborhood (identified on the basis of rates of youth crime and selected risk variables such as school dropouts, domestic violence and residential instability); and pre and post-intervention measurements of community attitudes (including referring officials, community leaders, and parents and youth; and focused on respondents' feelings of hope and optimism

about the future of the community's youth, access to services, and the level of involvement by youth in pro-social resources such as church, service organizations, etc.).

**12. Briefly describe the process evaluation research that you intend to conduct.**

The process evaluation will focus on the institutionalization of program linkages and implementation of diagnostic instruments. It will document enhancements of community strengths and of positive interventions building on client youths' strengths, and it will assess the predictive validity of the risk and strength scales/indicators.

## **COMPARISON GROUP**

**13. Will there be a comparison group?**

Yes

**14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

N/A

**15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

No

**16. If you answered 'no' to #15, what kind of comparison group will you use?**

A matched group.

**17. Briefly describe the process for identifying and assigning the comparison group subjects.**

The specific process for identifying the comparison group has yet to be determined.

**18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: 6 to 16 years; meets referral criterion for one or more risk domain "triggers" (which have yet to be defined); high risk; other matching criteria have yet to be determined.

**19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

School performance; delinquent behavior (including criminal history); other demographic information.

**20. Will the comparison group be matched to the treatment group in terms of any variables?**

Yes

**21. If you answered 'yes' to #20, list the matching variables that will be used.**

Age; criterion levels for risk domain "triggers"; risk level; other matching variables have yet to be determined.

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

Specific process for matching comparison group to treatment group has yet to be determined.

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

N/A

**24. How many subjects will participate in the comparison group during the entire course of the program?**

100

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

Referral by partner agency based on one or more risk domain "triggers" (which have yet to be defined).

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: 6 to 16 years old; meets referral criterion for one or more risk domain "triggers" (which have yet to be defined); high risk, using standardized & validated risk/needs & strengths assessment instruments that incorporate school, family, peer & community elements.

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

School performance; delinquent behavior (including criminal history); other demographic information.

**28. How many subjects will participate in the treatment evaluation research samples?**

100

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

Earlier and more intensive individualized interventions based on the results of strength and needs assessments, largely using existing programs (such as Family Preservation, mental health and substance abuse programs, after school programs, including academic assistance and recreation, fine arts development opportunities, health services, temporary crisis services, and transportation), but based on a new approach stressing positive incentives and building on individual and community strengths.

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

The interventions for the comparison group will be existing services, sanctions, and practices in education, social services, health and mental health and juvenile justice. The primary difference is that for the treatment group these interventions will be more intensive, better coordinated, and individualized based on the results of strengths and needs assessments.

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

See question 30.

### **CONTACT INFORMATION FOR THIS PROGRAM**

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| <b>1. County</b>                               | San Francisco  |
| <b>2. Program Name</b>                         | Life Learning Day Treatment Program                                  |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107 |
| <b>4. Research Manager</b>                     | Steve LaFrance   |
| <b>5. Research Manager's Phone</b>             | (510) 665-6100   |
| <b>6. Person responsible for Data Tracking</b> | Steve LaFrance   |
| <b>7. Phone/Fax of Data Tracker</b>            | <b>FAX 510-665-6129</b>  |
| <b>8. Contract Researcher(s)</b>               | BTW Associates   |

### **THE PROGRAM**

**9. Briefly describe interventions that will be used in this program.**

This program will provide holistic, comprehensive interventions with high risk youth, in the context of an extended family of responsible adults and peers who offer support, structure, and accountability. Youth will remain in the program for 16 to 24 months, to complete structured program phases.

**10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

As a comprehensive program, the Life Learning Day Treatment Program will show improvements in the full range of risk factors facing these youth: educational performance, family functioning, and employment opportunities will be improved, while substance abuse and delinquency will be reduced. Other specific objectives include higher completion rates for restitution, community service, and other probation requirements and reductions in out-of-home placement rates.

**11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

Experimental design with random assignment to treatment and control groups.

**12. Briefly describe the process evaluation research that you intend to conduct.**

Process evaluation will assess the extent the program was implemented as planned by analyzing and describing the planning and implementation phases of the program. Also, the process evaluation will describe the profiles of the clients, the characteristics of clients who are more likely to complete the treatment program, and the intervention for both the treatment and comparison subjects.

## **COMPARISON GROUP**

**13. Will there be a comparison group?**

Yes

**14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

N/A

**15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

Yes

**16. If you answered 'no' to #15, what kind of comparison group will you use?**

N/A

**17. Briefly describe the process for identifying and assigning the comparison group subjects.**

Following screening for eligibility, youth will be randomly assigned to either the Life Learning Day Treatment Program or to traditional field supervision (including placement). Specific method to be used for random assignment has yet to be determined.

**18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Status: adjudicated youth assigned to field supervision or out-of-home placement, Age: 14 to 18. Risk level: high risk, based on validated risk assessment instrument. Youth with serious emotional or psychiatric problems will be excluded.

**19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

Variables for which baseline and post-intervention data will be collected include criminal history, placement history, employment status, and education level.

**20. Will the comparison group be matched to the treatment group in terms of any variables?**

No

**21. If you answered 'yes' to #20, list the matching variables that will be used.**

N/A

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

N/A

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

Due to random assignment to treatment and control groups.

**24. How many subjects will participate in the comparison group during the entire course of the program?**

60

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

Following screening for eligibility, youth will be randomly assigned to either the Life Learning Day Treatment Program or to traditional field supervision (including placement). Specific method to be used for random assignment has yet to be determined.

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Status: adjudicated, assigned by Juvenile Court to field supervision or out-of-home placement. Age: 14 to 18. high risk, based on validated risk assessment instrument. Youth with serious emotional or psychiatric problems will be excluded.

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

Variables for which baseline and post-intervention data will be collected include criminal history, placement history, employment status, and education level.

**28. How many subjects will participate in the treatment evaluation research samples?**

60

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

In addition to individualized case management services, treatment subjects will receive a structured 16-24 month program including "surround services enhanced mentoring," life and social skills work, substance abuse and family interventions, education, vocational services including hands-on internships & recreational activities. Goals include: reduced recidivism; reduced out-of-home placement rates; successful completion of restitution, community service, & other probation conditions; improvements in risk factors, including school adjustment (grades, performance, behavior), rates of employment, & in family functioning & substance abuse (as measured by standardized instruments).

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

The control group will receive traditional field services and/or out-of-home placements.

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

Both groups will remain on probation caseloads.

## **CONTACT INFORMATION FOR THIS PROGRAM**

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|--|--|-------------------------|
| <b>1. County</b>                               | San Francisco  |                         |
| <b>2. Program Name</b>                         | Life Learning Residential Center for Girls                           |                         |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107 |                         |
| <b>4. Research Manager</b>                     | Isami Arifuku  |                         |
| <b>5. Research Manager's Phone</b>             | (510) 208-0500   |                         |
| <b>6. Person responsible for Data Tracking</b> | Isami Arifuku  |                         |
| <b>7. Phone/Fax of Data Tracker</b>            | 510-208-0500   | <b>FAX 510-208-0511</b> |
| <b>8. Contract Researcher(s)</b>               | Barry Krisberg<br>510-208-0500                                       |                         |

## **THE PROGRAM**

### **9. Briefly describe interventions that will be used in this program.**

The Life Learning Residential Center for Girls will provide a full range of high quality academic, vocational, life-skill services, family reunification where possible, and development of kinship/extended family structure for youth with no available family. Special attention will be paid to issues of sexual abuse, substance abuse, parenting, and teen pregnancy.

### **10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

The Life Learning Resident Center for Girls is expected to provide the educational, vocational and "life survival" skills necessary for productive lives and to instill the values of self respect, caring for others, responsibility and independence. Specific objectives are to: reduce subsequent recidivism, reduce subsequent out-of-home placements, increase rates of successful completion of community service, restitution and other terms of probation, and change risk factors as indicated by school adjustment, rates of employment, family functioning, and substance abuse.

### **11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

A quasi-experimental design in which subjects in the comparison group will be matched with subjects in the treatment group.

### **12. Briefly describe the process evaluation research that you intend to conduct.**

The process evaluation will examine program elements that are key to the successful implementation of the Life Learning Program, including the context of the program, the method for identifying eligible participants, the specific interventions, the relevant interorganizational linkages, and the goals of the program and criteria for determining success.

## **COMPARISON GROUP**

**13. Will there be a comparison group?**

Yes

**14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

N/A

**15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

No

**16. If you answered 'no' to #15, what kind of comparison group will you use?**

A matched sample drawn from one or more nearby counties.

**17. Briefly describe the process for identifying and assigning the comparison group subjects.**

The county or counties from which the matched sample will be drawn has yet to be determined. The specific process for identifying and assigning the comparison group subjects will be decided once the county or counties are selected.

**18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: up to 18 years of age, Disposition: adjudication by the juvenile court to residential placement, Gender: female. Matched with treatment subjects on basis of demographics, risk, delinquent (i.e., criminal) history.

**19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

A standardized and validated instrument that addresses specific risk factors (to be selected) & a strength assessment instrument currently in development will be used.

**20. Will the comparison group be matched to the treatment group in terms of any variables?**

Yes

**21. If you answered 'yes' to #20, list the matching variables that will be used.**

Demographic information (age, race), risk level (as indicated by score on standardized instrument), & prior criminal involvement (i.e., number of prior felony adjudications).

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

Specific matching process has yet to be determined (see question 17 above).

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

N/A

**24. How many subjects will participate in the comparison group during the entire course of the program?**

50

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

The program will serve the entire population of female offenders needing residential care as determined by the juvenile court. Some subjects may come from a nearby county.

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: up to 18 years of age, Disposition: adjudication by the juvenile court to residential placement,  
Gender: female

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

A standardized and validated instrument that addresses specific risk factors (to be selected) & a strength assessment instrument currently in development will be used.

**28. How many subjects will participate in the treatment evaluation research samples?**

50

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

The treatment group will receive a range of interventions including: life skills training (basic health, anger management, & social skills); educational modules; vocational opportunities; and, relationship management development. Individual outcomes will include: decreased recidivism rates; decreased rates of subsequent out of home placement; increased rates of successful completion of community service, restitution, and other terms of probation; and, changes in risk factors as indicated by school adjustment, substance abuse, family functioning etc., as measured by standardized instruments.

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

The comparison group will receive the traditional probation services of the selected county or counties including supervision of youth in the community, arranging for & supervising supporting services and enforcement of court imposed conditions of probation.

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

Both groups will be under the supervision of probation officers & will undergo the same assessment process to identify the presence & severity of risk factors & strength factors.

### **CONTACT INFORMATION FOR THIS PROGRAM**

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| <b>1. County</b>                               | San Francisco  |
| <b>2. Program Name</b>                         | Safe Corridor  |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107 |
| <b>4. Research Manager</b>                     | Troy Duster  |
| <b>5. Research Manager's Phone</b>             | (510) 642-0813   |
| <b>6. Person responsible for Data Tracking</b> | David Minkus   |
| <b>7. Phone/Fax of Data Tracker</b>            | 510-643-7237 <b>FAX</b> 510-642-8674                                 |
| <b>8. Contract Researcher(s)</b>               | UC Berkeley Institute for Study of Social Change                     |

### **THE PROGRAM**

**9. Briefly describe interventions that will be used in this program.**

Safe Corridor is designed to protect youth seeking safe passage from school and, more generally, to reduce crime in the Mission Street corridor, by providing increased police presence, outreach street workers, referrals and transportation to programs.

**10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

Goals are to reduce victimization and crime rates in the target area.

**11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

The outcomes evaluation will compare justice trends in the target area with trends in other "hot spots" in the city.

**12. Briefly describe the process evaluation research that you intend to conduct.**

The process evaluation will examine the characteristics of the youth the program will serve; the type, nature, and frequency of contact with community residents; the information tracking process; other services (police, medical, etc.) required; the extent to which services are used; the assistance of community organizations supporting and contributing to the program; and the nature of police and probation involvement with residents and businesses.

## **COMPARISON GROUP**

### **13. Will there be a comparison group?**

No

### **14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

Outcomes will be community wide, not computed for a cohort of specific offenders. Comparison data, including number of crimes reported, arrest rates, referrals to probation, time of day, and rates and severity of juvenile offenses will be assessed in the Mission Street Corridor, before and after the intervention, and will be compared to other "hot spots" areas and citywide trends. This data will be synthesized with the process evaluation and with a pre and post community survey of attitudes about safety, victimization, and service/protection resources available within the Mission Street Corridor to assess overall program impact.

### **15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

No

### **16. If you answered 'no' to #15, what kind of comparison group will you use?**

The project uses a quasi-experimental design wherein a community that receives program interventions is compared to comparable communities (3) that do not.

### **17. Briefly describe the process for identifying and assigning the comparison group subjects.**

Comparison "hot spots" will be selected using geocoded information about crime.

### **18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Comparison "hot spots" will be selected that are comparable to the Mission Street corridor in terms of crime reported, arrest rates, referrals to probation, and rates and severity of juvenile offenses.

### **19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

None

### **20. Will the comparison group be matched to the treatment group in terms of any variables?**

Yes

### **21. If you answered 'yes' to #20, list the matching variables that will be used.**

Historical rates at the community level for crime reported, arrest rates, referrals to probation, and rates and severity of juvenile offenses.

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

Comparison communities (3) will be selected that most closely "match" the treatment community with respect to the matching variables.

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

N/A

**24. How many subjects will participate in the comparison group during the entire course of the program?**

Three  
compar  
able  
"hot  
spots"  
will be  
studied.

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

The Mission Street area was chosen because it is one of the city's most serious crime area.

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

All "treatments" specific to the Mission Street area. Some "treatments" are pitched toward the geographic area (e.g., government response to abandoned buildings), other "treatments" are pitched toward juveniles who reside or travel through the community.

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

None

**28. How many subjects will participate in the treatment evaluation research samples?**

One  
commun  
ity.  
Number  
of  
juvenile  
s who  
will  
receive  
some  
sort of  
interven  
tion is  
unknow  
n, but  
will be

capture  
d as  
part of  
the  
process  
evaluati  
on.

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

The unique aspect of this program is that crime prevention/recuction will be a team effort, involving law enforcement and a host of community groups, service groups, and others. There will also be extra police patrol services and outreach workers who will work with offenders and high risk youth, and make referrals, as appropriate, to the new Life Learning Program and other programs. The central goal of the program is to reduce crime and victimization in the area.

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

The comparison "hot spots" will continue to receive existing police & other services.

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

N/A

### **CONTACT INFORMATION FOR THIS PROGRAM**

- |  |  |                         |
|--|--|-------------------------|
| <b>1. County</b>                               | San Francisco  |                         |
| <b>2. Program Name</b>                         | Safe Haven (Thurgood Marshall School)                                |                         |
| <b>3. Mailing Address</b>                      | Delancey Street Foundation, 600 Embarcadero, San Francisco, CA 94107 |                         |
| <b>4. Research Manager</b>                     | Steve LaFrance   |                         |
| <b>5. Research Manager's Phone</b>             | (510) 665-6100   |                         |
| <b>6. Person responsible for Data Tracking</b> | Steve LaFrance   |                         |
| <b>7. Phone/Fax of Data Tracker</b>            | 510-665-6100   | <b>FAX 510-665-6129</b> |
| <b>8. Contract Researcher(s)</b>               | BTW Associates   |                         |

### **THE PROGRAM**

**9. Briefly describe interventions that will be used in this program.**

Safe Haven will provide a sanctuary from the streets for young people in Bayview Hunters Point for afterschool (3 to 8 PM) programs. Services include help with homework, educational incentives, recreation, social support and discipline, job training, and police assistance with safe passage to and from school sites.

**10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.**

The purposes of the program are to keep youth in school, keep them out of the juvenile justice system, position them for responsible adulthood, and improve the quality of life in their families and neighborhoods.

**11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.**

There will be a two tiered evaluation. A quasi-experimental design will be used in which a treatment group is matched with a comparison group. Before and after measures for the two groups will include assessments of school attendance and success, delinquency, substance abuse and teen parenting. Before and after measures for the treatment group only will include assessments of self worth, responsibility, intellectual skills, pre-employment skills and civic and social attitudes. The second level evaluation will compare crime rate trends for the neighborhood containing the Safe Haven Program with crime rate trends for adjacent police precincts and citywide.

**12. Briefly describe the process evaluation research that you intend to conduct.**

The process evaluation will describe the method for identifying eligible participants, the specific interventions, the goals for the program and the criteria for determining success. It will include interviews with the youths and their teachers about the impact of the program.

## **COMPARISON GROUP**

**13. Will there be a comparison group?**

Yes

**14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?**

NA

**15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?**

No

**16. If you answered 'no' to #15, what kind of comparison group will you use?**

A matched sample.

**17. Briefly describe the process for identifying and assigning the comparison group subjects.**

The comparison group will be drawn using school and other records. The specific method for identifying the comparison group has yet to be determined.

**18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Age: 10-18, School: drop-outs, failures, truants, suspensions, Other Risk Factors: family & personal problems (indicators to be developed, using social services, health, & justice sources.) From neighborhood that is similar to treatment group neighborhood (based on geocoded data regarding school populations, ethnic composition, and crime rates).

**19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

None

**20. Will the comparison group be matched to the treatment group in terms of any variables?**

Yes

**21. If you answered 'yes' to #20, list the matching variables that will be used.**

Age, school performance, juvenile justice history, family problem, and other risk indicators.

**22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.**

Step 1 will be to select comparable (school populations, ethnic composition, crime rates) neighborhoods using existing geocoded data. Step 2: in the selected neighborhoods, we will review school, probation, and social service client lists to identify specific youth to be included in the comparison group.

**23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.**

NA

**24. How many subjects will participate in the comparison group during the entire course of the program?**

120

### **TREATMENT GROUP**

**25. Briefly describe the process for identifying and assigning treatment-group subjects.**

Youth who show risk indicators will be referred to the program by police, probation, schools, community groups, and others. Specific criteria for referral have yet to be determined.

**26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).**

Referral to program based on specific criteria which have yet to be determined, but will include: Age: 10-18; School: drop-outs, failures, truants, suspensions; Other risk factors: family & personal problems (indicators to be developed, using social services, health, & justice sources.)

**27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).**

None

**28. How many subjects will participate in the treatment evaluation research samples?**

120

### **DESCRIPTION OF THE INTERVENTIONS**

**29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."**

The treatment group will receive intensive after school programs. Mentoring, tutoring, and specialized computer-based remedial education programs will be designed to improve school performance. Job and vocational training will improve pre-employment readiness and employment opportunities. Police escorts to and from school will decrease victimization. Referrals to other community programs will reduce family problems and substance abuse.

**30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).**

None

**31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).**

Comparison group members will receive only traditional justice education, and social services. Treatment subjects will also receive these services, in addition to the specialized services at Safe Haven.